



ENG201 Introduction to Literature (3 credit hours) Course Syllabus

Course Description

This course introduces students to major literary theories and applies them to literary texts. Students will examine subtext and practice research techniques in order to promote critical thinking and cultural literacy that will aid students in future courses as well as their discussions and analyses outside of academia. This course will challenge students' assumptions about literature and the humanities by using graphic novels as literary texts. Analyzing how text and pictures work together and the messages that they send is a skill that is useful in the world of the global internet.

Course Learning Outcomes

By the end of this course, you will be able to:

1. Separate literary components through literary analysis.
2. Use appropriate research methods to substantiate literary analysis.
3. Employ several different critical approaches to literature in substantive written work.
Critical approaches may include:
 1. Text-based approaches such as formalism, structuralism, and post-structuralism or deconstruction.
 2. Historical and biographical approaches.
 3. Sociological approaches based in Marxist and feminist thought.
 4. Psychoanalytic approaches deriving from Freud, Jung, and/or Lacan.
4. Correctly employ MLA or APA documentation style.
5. Develop organized and coherent analytic essays with a clear thesis for a defined audience.
6. Show technical control of writing skills.

Prerequisites/Corequisites

Prerequisite: ENG 141 (Earning a C or better)

Required Textbook(s) and Resources

For this course you will need to purchase the following materials:

Need Help? Get Help!

24/7 Tech Support: 855-664-1200 General
Questions, Comments, and Feedback:

online@tiffin.edu

Culler, J. (2011). *Literary Theory: A Very Short Introduction, 2nd edition*. Oxford: Oxford University Press.

Kirkman, R., Moore, T & Rathburn, C. (2015). *The walking dead, vol. 1: Days gone bye*. Berkeley, CA: Image Comics, Inc.

ISBN: 9781582406725

Moore, A., Lloyd, D., Whitaker, S., & Dodds, S. (2005). *V for Vendetta*. Burbank, CA: DC Comics.

ISBN: 9781401208417

Spiegelman, A. (1973). *Maus: A survivor's tale, vol. 1: My father bleeds history*. New York, NY: Pantheon Books.

Spiegelman, A. (1986). *Maus: A survivor's tale, vol. 2: And here my troubles began*. New York, NY: Pantheon Books.

ISBN (for two volume package): 9780679748403

Note: this course may contain additional resources for specific activities or modules. Be sure to read the instructions carefully for individual assignments or activities for those requirements. Where applicable, Tiffin University has obtained permission to use copyrighted material.

Visit the [Tiffin University Library](#) for access to databases, research help, and writing tips. A link is also available in the Course Home area. I also suggest you register for one of the library's many webinars on library research, source evaluation, copyright, and other topics, at the [Library Events - Upcoming Events](#) web page.

If you register but cannot attend a live session, the library will email you a link to the session recording after the event.

For further assistance email a librarian, at: library@tiffin.edu.

Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you

dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help you plan your time and keep you on track toward successful completion, this course maintains a distinctive rhythm for assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET on Wednesdays**.
4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET on Saturdays, and**
5. Major assignments and reflections are typically due by **11:55 p.m. ET on Sundays**.

Learning Activities

You will be completing discussion boards in which you can talk about and apply the concepts you will be learning.

You will also compile a glossary of important literary terms. Each week, you will define four terms and find examples of the terms from the assigned text for that week.

You will complete a Concept Map that will allow you to see connections between literary terminology and ideas that we have been discussing.

You will write two literary analysis papers, one small and one larger. These are traditional assignments for a literature class and demonstrate how well you are applying the literary theories to texts.

You will be participating in a two-week role-play activity in which you create a character and then interact with group members to solve problems and make decisions based on given scenarios. By immersing yourself in a story, you will be able to internalize the idea of character archetypes and narrative structure.

You will take two short quizzes to demonstrate that you understand some basic concepts of the course. Before taking the quiz, you can view a PowerPoint slide show to review for them.

Lastly, you will write several journal entries which ask you to follow various prompts. You will respond to readings, apply concepts to the real world, and reflect on your progress in the course.

Key Assessment (Taskstream Submission)

This course does have a Key Assessment in Week 6. For this assessment, you will be required to submit your Large Analysis paper to both the Moodle assignment as well as to the Taskstream dropbox that is provided in the Activity 6.3: Week 6 Large Analysis Paper assignment in moodle.

Grading

The chart below identifies the individual contributions from each type of activity, per module.

Activity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Discussion	40	20	20	20	20	20	20	160
Glossary	20	20	20	20	20	20	20	140
Concept Map	0	60	0	0	0	0	0	60
Quizzes	50	50	0	0	0	0	0	100
Small Analysis Paper	0	0	100	0	0	0	0	100
Role-Play	0	0	0	0	100	0	0	100
Large Analysis Paper	0	0	0	0	0	200	0	200
Journals	20	20	20	20	20	20	20	140
Total	130	170	160	60	160	260	60	1000

Grading Scale

Grade	Percentage
A	90-100%
B	80-89%

C	70-79%
D	60-69%
F	<60%

Please see the [Academic Bulletin](#) for grade appeal information.

ENG201 Schedule and Weekly Checklist

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Start Here	<input type="checkbox"/> MON: Class Introductions (Forum) <input type="checkbox"/> MON: Research & Writing Review Quiz
Week 1 - Defining Literature & Literary Theory	<input type="checkbox"/> WED: Activity 1.1 (Forum): Defining and Defending Literature <input type="checkbox"/> SAT: Activity 1.1 (Forum): Defining and Defending Literature (Second Post) <input type="checkbox"/> SAT: Activity 1.2: Week 1 Glossary <input type="checkbox"/> SUN: Activity 1.3: Week 1 Reflection Journal Entry
Week 2 - Cultural Studies	<input type="checkbox"/> WED: Activity 2.1 (Forum) New Historicism and Post-Colonialism (Initial Post) <input type="checkbox"/> WED: Activity 2.2: Concept Map <input type="checkbox"/> SAT: Activity 2.1 (Forum) New Historicism and PostColonialism (Second Post) <input type="checkbox"/> SAT: Activity 2.3: Week 2 Glossary <input type="checkbox"/> SUN: Activity 2.4: Fundamentals of Graphic Novels Quiz <input type="checkbox"/> SUN: Activity 2.5: Week 2 Reflection Journal Entry
Week 3 - Narrative Structure/Structuralism	<input type="checkbox"/> WED: Activity 3.1 (Forum): Narrative Structure/Structuralism (Initial Post) <input type="checkbox"/> SAT: Activity 3.1 (Forum): Narrative Structure/Structuralism (Second Post) <input type="checkbox"/> WED: Activity 3.2: Week 3 Glossary

	<ul style="list-style-type: none"> <input type="checkbox"/> SUN: Activity 3.3: Small Literary Analysis Paper <input type="checkbox"/> SUN: Activity 3.4: Week 3 Reflection Journal Entry
Week 4 - Poststructuralism	<ul style="list-style-type: none"> <input type="checkbox"/> MON: Activity 4.1 Role-Play Character Sheet <input type="checkbox"/> TUES-SUN: Activity 4.3 & 5.2 (Forum): Role-Play WED: Activity 4.2 (Forum): Post-Structuralism/Deconstruction (Initial Post)
Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
	<ul style="list-style-type: none"> <input type="checkbox"/> SAT: Activity 4.2 (Forum): Post-Structuralism/Deconstruction (Second Post) <input type="checkbox"/> SUN: Activity 4.4: Week 4 Glossary <input type="checkbox"/> SUN: Activity 4.5: Week 4 Reflection Journal Entry
Week 5 - Psychoanalysis	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 5.1 (Forum): Psychoanalysis (Initial Post) <input type="checkbox"/> SAT: Activity 5.1 (Forum): Psychoanalysis (Second Post) <input type="checkbox"/> MON-SUN: Activity 4.3 & 5.2 (Forum): Role-Play <input type="checkbox"/> SUN: Activity 5.3: Week 5 Glossary <input type="checkbox"/> SUN: Activity 5.4: Week 5 Reflection Journal Entry
Week 6 - Marxism	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 6.1 (Forum): Marxism (Initial Post) <input type="checkbox"/> SAT: Activity 6.1 (Forum): Marxism (Second Post) <input type="checkbox"/> SUN: Activity 6.2: Week 6 Glossary <input type="checkbox"/> SUN: Activity 6.3: Week 6 Large Analysis Paper <input type="checkbox"/> SUN: Activity 6.4: Week 6 Reflection Paper
Week 7 - Feminism & Queer Studies	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 7.1 (Forum): Feminism, Race Theory, Queer Theory, Disability Studies, & Ecocriticism (Initial Post) <input type="checkbox"/> SAT: Activity 7.1 (Forum): Feminism, Race Theory, Queer Theory, Disability Studies, & Ecocriticism (Second Post) <input type="checkbox"/> SUN: Activity 7.2: Week 7 Glossary <input type="checkbox"/> SUN: Activity 7.3: Week 7 Reflection Paper

Tips for Success

Successful online learning requires a good deal of self-discipline and self-direction. As seekers of the truth, we should be willing to challenge and review one another's academic work in a spirit of respectful comradery and constructiveness. You should accept

constructive feedback as a gift. Your course is a place for you to stretch and grow as you benefit from the expertise, knowledge, experience and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge, understanding and application.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements in any given week are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

Your Instructor Will Expect You to:

- Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.
- Monitor your TU email account **daily** for important updates and announcements.
- Take ownership of your learning experience and act in a proactive, self-directed manner. That means:
 - Fully participate in all learning activities.
 - Complete assignments as described in rubrics or other instructions.
 - Submit all work on time and in the specified format (e.g. APA format for citations).
 - Utilize and incorporate instructor provided feedback to improve your work.
 - Ask questions so you can better understand course material or assignments.
 - Use the highest standards of intellectual honesty and integrity. For more information, see the TU Library guide: [Digital Literacy: Netiquette and Internet Safety](#).
 - Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

You Should Expect Your Instructor to:

In general, your instructor should advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes. To accomplish this, your instructors should:

- Post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.
- Maintain an active and engaged presence in all course activities and throughout the course.
- Respond to your emailed questions within 48 hours, if not sooner.

- Clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral this week and may not be able to respond to questions or participate in forums for a couple of days." □
When grading your work, your instructor should:
 - clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),
 - thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and
 - provide constructive feedback that indicates the strengths and weaknesses of your work and provides suggestions on how you can improve your performance on future assignments.
- In general, your instructor should advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes.

Accommodations

The **Office for Disability Services** supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990.

If you need reasonable accommodations due to a documented disability, contact the Office for Equity, Access, & Opportunity 419.448.3021 or via email at disabilityservices@tiffin.edu.

Additional Resources & Support

For technical support, either email moodlesupport@tiffin.edu or call the 24/7 Technical Support Call Center at 855-664-1200.

If you need to consult an academic advisor refer to our one-stop shop advising team list.

Website (Google Doc): [Online Graduate Academic Advisors](#)

Website (Google Doc): [Online Undergrad Academic Advisors](#)

For information about TU's peer tutoring program see the Murphy Center's [Tutoring Policies and Procedures](#) page. Veterans and active military can seek assistance from TU's [Veteran and Military Services Web Page](#).

Comments or Concerns

TU's online programs are designed to be student *driven*: to empower you with a voice and stake in your learning. Our courses feature multiple and varied ways that you can share feedback, and we invite you to become an active voice and help drive our improvement efforts. In addition to providing in-course feedback, we encourage you to submit questions or comments directly to the online team at online@tiffin.edu.